

# EYFS Progression Document – Summer 1

<b>People Who Help Us</b> -Police officers -Firefighters -Doctors and Nurses -Transport			
Subject	Nursery 1	Nursery 2	Reception
<p><b><u>Understanding the World</u></b></p> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>- <b>Name materials</b></li> <li>- <b>Describe physical properties</b></li> </ul> <p><b>Golden Thread-</b></p>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>-repeat actions that have an effect.</li> </ul>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>-Show interest in different occupations.</li> <li>-Explore how things work</li> <li>-Explore and talk about different forces they can feel.</li> </ul>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>-Explore and talk about how things work</li> <li>-Explore and talk about different forces they can feel.</li> <li>-</li> </ul>
	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-To know where Australia is on a map and that Sydney is in Australia</li> <li>-To know that you fly to Australia on an aeroplane and that they use car, bus, train and ferry</li> <li>-To know that in the past people travelled to Australia by boat and that it takes 5 weeks</li> <li>-To know the landmarks in Sydney – Sydney Opera House, Harbour Bridge and Bondi Beach and that we have bridges and beaches in England</li> <li>-To know that in Australia they have BBQ’s for Christmas Dinner</li> </ul>

			forces: bending sticks, exploring magnets, pushing boats into the water and push back they feel
	<b>Vocabulary:</b> -	<b>Vocabulary:</b> -	<b>Vocabulary:</b> -Australia, Sydney, map, aeroplane, car, bus, train, ferry, Sydney – Sydney Opera House, Harbour Bridge, Bondi Beach
<u>Understanding the World</u> <b>History</b> - <b>Golden Thread-</b>	<b>Objective:</b> -repeat actions that have an effect.	<b>Objective:</b> -Show interest in different occupations. -Explore how things work -Explore and talk about different forces they can feel.	<b>Objective:</b> -Comment on images of familiar situations in the past -Compare and contrast characters from stories, including figures from the past
	<b>Knowledge:</b> -	<b>Knowledge:</b> -	<b>Knowledge:</b> -transport in the past
	<b>Vocabulary:</b> -	<b>Vocabulary:</b> -	<b>Vocabulary:</b> -
<u>Understanding the World</u> <b>R.E.</b> - What places are special and why? -Eid -Christians <b>Golden Thread-</b>	<b>Objective:</b> -Notice differences between people.	<b>Objective:</b> -Talk about what they see, using a wide vocabulary.	<b>Objective:</b> -Understand that some places are special to members of their community. -Know some similarities and differences between different religious and cultural communities in this country
	<b>Knowledge:</b> -	<b>Knowledge:</b> -	<b>Knowledge:</b> -Churches are special places for Christians. -Recognise things that can be found in a church such as a bible, cross, stain glass

			<p>window.</p> <ul style="list-style-type: none"> <li>-A Mosque is a special place for a Muslim.</li> <li>-A mosque is where Muslims worship and a Church is where Christian's worship.</li> <li>-Muslims and Christians pray.</li> </ul>
	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Muslim, Mosque, Church, pray, Christian, stain glass window, Bible cross</li> </ul>
<p><b>Expressive Arts and Design</b></p> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>- Painting – Van Gogh</li> <li>- Drawing on the IWB</li> </ul>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>-Start to make marks intentionally.</li> </ul>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>-Use drawing to represent ideas like movement or loud noises.</li> </ul>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>-Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> </ul>
<p><b>Golden Thread – Digital Media</b></p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-Van Gogh sunflower painting</li> <li>-explore drawing on paint</li> </ul>
	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>
<p><b>Expressive Arts and Design</b></p> <p><b>D.T.</b></p> <ul style="list-style-type: none"> <li>- Taking photographs - portraits</li> </ul>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>
	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>
<p><b>Golden Thread -</b></p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>

<b>Expressive Arts and Design</b> <b>Music</b> - <b>Golden Thread-</b>	<b>Objectives:</b> -	<b>Objectives:</b> -	<b>Objective:</b> -
	<b>Knowledge:</b> -	<b>Knowledge:</b> -	<b>Knowledge:</b> -
	<b>Vocabulary:</b> -	<b>Vocabulary:</b> -	<b>Vocabulary:</b> -
<b>Personal, Social and Emotional Development</b> <b>PSHE</b> - Crossing the road, stranger danger <b>Golden Thread- Keeping Myself Safe</b>	<b>Objective:</b> -Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. -Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.	<b>Objective:</b> -Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. -Use large and small motor skills to do things independently, for example, manage buttons, zips and pour drinks. -Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips	<b>Objective:</b> -Know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian. -Further develop the skills they need to manage the school day successfully: lining up, queuing and mealtimes.
	<b>Knowledge:</b> -	<b>Knowledge:</b> -	<b>Knowledge:</b> -
	<b>Vocabulary:</b> -	<b>Vocabulary:</b> -	<b>Vocabulary:</b> -
<b>Physical Development</b>	<b>Objective:</b>	<b>Objective:</b>	<b>Objective:</b>

<b>P.E.</b>  - Dribbling and football  <b>Golden Thread -</b>	-Enjoy starting to kick, throw and catch balls. -Develop manipulation and control.	-Continue to develop their movement, balancing, and ball skills.	-Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
	<b>Knowledge:</b> -	<b>Knowledge:</b> -	<b>Knowledge:</b> -
	<b>Vocabulary:</b> -	<b>Vocabulary:</b> -	<b>Vocabulary:</b> -